

Stone Academy

115 Randall Street
Greenville, SC 29609

Grades	K-5 Elementary School	
Enrollment	503 Students	
Principal	Ed Holliday	864-241-3257
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	16	0	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	No

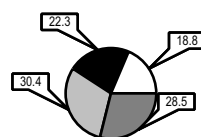
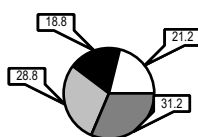
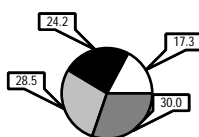
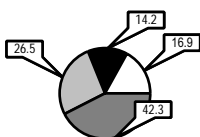
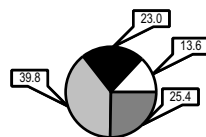
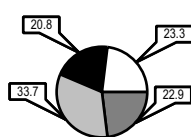
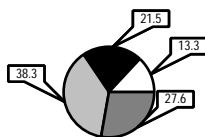
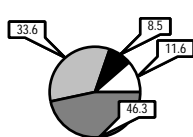
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	268	99.3	16.3	26.7	42.6	14.3	64.0	Yes	Yes
Gender									
Male	108	99.1	23.8	39.0	29.5	7.6	49.5		
Female	160	99.4	11.1	18.3	51.6	19.0	73.9		
Racial/Ethnic Group									
White	176	100.0	7.5	23.0	50.0	19.5	74.7	Yes	Yes
African American	79	97.5	38.4	37.0	23.3	1.4	35.6	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	230	99.6	11.2	27.4	45.7	15.7	68.2		
Disabled	38	97.4	48.6	22.9	22.9	5.7	37.1	I/S	I/S
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	266	99.3	16.0	26.6	43.0	14.5	64.1		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	264	99.2	16.0	26.6	43.0	14.5	64.1		
Socio-Economic Status									
Subsidized meals	82	97.6	44.6	32.4	23.0	0.0	29.7	Yes	Yes
Full-pay meals	186	100.0	4.9	24.5	50.5	20.1	77.7		

Mathematics – State Performance Objective = 36.7%									
All Students	268	99.6	17.0	28.6	30.1	24.3	66.4	Yes	Yes
Gender									
Male	108	100.0	20.8	31.1	28.3	19.8	56.6		
Female	160	99.4	14.4	26.8	31.4	27.5	73.2		
Racial/Ethnic Group									
White	176	99.4	5.8	21.4	38.2	34.7	84.4	Yes	Yes
African American	79	100.0	45.3	44.0	10.7	0.0	22.7	No	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	230	99.6	11.7	30.9	31.4	26.0	70.9		
Disabled	38	100.0	50.0	13.9	22.2	13.9	38.9	I/S	I/S
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	266	99.6	17.1	28.4	30.0	24.5	66.5		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	264	99.6	17.1	28.4	30.0	24.5	66.5		
Socio-Economic Status									
Subsidized meals	82	100.0	44.7	40.8	10.5	3.9	23.7	Yes	Yes
Full-pay meals	186	99.5	5.5	23.5	38.3	32.8	84.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	268	100.0	21.2	28.8	31.2	18.8	50.0
Gender							
Male	108	100.0	25.5	28.3	29.2	17.0	46.2
Female	160	100.0	18.2	29.2	32.5	20.1	52.6
Racial/Ethnic Group							
White	176	100.0	8.6	26.4	38.5	26.4	64.9
African American	79	100.0	52.0	34.7	12.0	1.3	13.3
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	230	100.0	16.5	29.9	33.0	20.5	53.6
Disabled	38	100.0	50.0	22.2	19.4	8.3	27.8
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	266	100.0	20.9	28.7	31.4	19.0	50.4
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	264	100.0	20.9	28.7	31.4	19.0	50.4
Socio-Economic Status							
Subsidized meals	82	100.0	51.3	36.8	11.8	0.0	11.8
Full-pay meals	186	100.0	8.7	25.5	39.1	26.6	65.8

Social Studies							
All Students	268	100.0	18.8	30.4	28.5	22.3	50.8
Gender							
Male	108	100.0	24.5	26.4	24.5	24.5	49.1
Female	160	100.0	14.9	33.1	31.2	20.8	51.9
Racial/Ethnic Group							
White	176	100.0	6.3	27.0	36.8	29.9	66.7
African American	79	100.0	46.7	37.3	13.3	2.7	16.0
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	230	100.0	13.4	31.7	30.4	24.6	54.9
Disabled	38	100.0	52.8	22.2	16.7	8.3	25.0
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	266	100.0	18.6	30.2	28.7	22.5	51.2
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	264	100.0	18.6	30.2	28.7	22.5	51.2
Socio-Economic Status							
Subsidized meals	82	100.0	44.7	40.8	13.2	1.3	14.5
Full-pay meals	186	100.0	8.2	26.1	34.8	31.0	65.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	74	98.7	16.7	20.8	41.7	20.8	62.5
	4	96	99.0	15.1	28.0	49.5	7.5	57.0
	5	99	100.0	20.0	47.4	30.5	2.1	32.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	97	100.0	9.6	14.9	44.7	30.9	75.5
	4	78	98.7	21.3	28.0	45.3	5.3	50.7
	5	93	98.9	19.1	38.2	38.2	4.5	42.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	74	100.0	13.9	43.1	20.8	22.2	43.1
	4	96	100.0	14.0	34.4	24.7	26.9	51.6
	5	99	100.0	14.7	36.8	28.4	20.0	48.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	97	99.0	7.5	31.2	37.6	23.7	61.3
	4	78	100.0	23.7	27.6	26.3	22.4	48.7
	5	93	100.0	21.1	26.7	25.6	26.7	52.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	97	100.0	12.8	28.7	42.6	16.0	58.5
	4	78	100.0	25.0	34.2	23.7	17.1	40.8
	5	93	100.0	26.7	24.4	25.6	23.3	48.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	97	100.0	6.4	28.7	36.2	28.7	64.9
	4	78	100.0	27.6	31.6	22.4	18.4	40.8
	5	93	100.0	24.4	31.1	25.6	18.9	44.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 503)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.2%	Up from 1.4%	1.6%	3.0%
Attendance rate	96.7%	Down from 97.2%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.4%	Down from 1.9%	2.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.1%	1.6%	3.2%
Eligible for gifted and talented	36.3%	Down from 46.0%	25.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.4%	Down from 6.5%	6.4%	8.2%
Older than usual for grade	0.4%	Up from 0.0%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	44.1%	Up from 39.4%	56.5%	52.6%
Continuing contract teachers	76.5%	Down from 90.9%	85.0%	83.3%
Highly qualified teachers	96.9%	Up from 96.7%	93.9%	93.5%
Teachers with emergency or provisional certificates	3.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	86.4%	No change	88.4%	87.0%
Teacher attendance rate	95.1%	Down from 95.7%	95.3%	95.0%
Average teacher salary	\$41,486	Up 0.3%	\$43,340	\$41,703
Prof. development days/teacher	9.3 days	Up from 7.5 days	12.0 days	12.8 days
School				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.2 to 1	19.8 to 1	18.8 to 1
Prime instructional time	90.8%	Down from 91.9%	91.2%	89.8%
Dollars spent per pupil*	\$5,687	Up 0.7%	\$5,822	\$6,242
Percent of expenditures for teacher salaries*	61.2%	Down from 61.5%	67.6%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stone Academy is an inner-city Arts Magnet School of 510 students that serves a downtown neighborhood assigned to the school and students from across the district who apply to attend. Approximately 33% of students qualify for free/reduced price lunch, 46% are magnet students and approximately 40% of students in grades three, four and five qualify for Challenge.

We continued addressing our multi-year goals for continuous school improvement. These goals are based on data analysis and are listed below. Strategies and action plans for implementing these goals are too detailed for inclusion in this document, but are available on the Stone Academy Web site (<http://www.greenville.k12.sc.us/stone/geninfo/quality.asp>)

Goal 1: Improve the reading and writing achievement of all students across grade levels and demographic groups.

Goal 2: Improve the math achievement of all students across grade levels and demographic groups.

Goal 3: Improve technology skills of students, teachers, and parents for increased student achievement, communication and lifelong technological skills.

Goal 4: Improve communication, parent involvement and parent understanding to improve student achievement.

Our focus for the 2004-05 school year was on implementing Marcia Tate's brain compatible strategies in instruction. Each teacher was given a copy of Marcia's book, *Worksheets Do Not Grow Dendrites*, to read over the summer. Marcia did a day long in-service for the faculty on August 17, 2005. Each week, the instructional coach featured one of her twenty strategies by email to all teachers and they responded by sharing ways they implemented the strategy. Both the instructional coach and the principal observed classrooms to document the implementation of strategies.

The school-wide instructional focus was "Following the Stone Path to become my Best Self." The annual school-wide production was an original script that featured this theme and showcased music, drama, and dance.

Stone maintained its designation by the South Carolina Arts Commission as an Arts in the Basic Curriculum Advancement Site. We also maintained an exemplary writing program as evidenced by daily writing instruction across the curriculum and published student work. This year 20 Stone students were published or received honorable mention in the Greenville News "Kids Page."

Ed Holliday, Principal

Scott Dishman & Savita Nair, SIC Co-Chairs

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	85	63
Percent satisfied with learning environment	93.9%	94.0%	90.5%
Percent satisfied with social and physical environment	90.9%	91.8%	93.7%
Percent satisfied with school-home relations	100.0%	94.1%	77.0%

*Only students at the highest elementary school grade level at this school and their parents were included.